DOCUMENT RESUME

ED 183 634 UD 020 149

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TITLE Latino Parents' Evaluation of Bilingual Education.
PUB DATE [75]
NOTE 75p.: Not available in paper copy due to reproduction quality of original document

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Bilingual Education: Elementary Education: *Parent Attitudes: *Parent Participation: Parent School Relationship: *Puerto Ricans: Surveys
IDENTIFIERS *Bilingual Education Act 1968: Illinois (Chicago)

ABSTRACT

The data collected for this study of attitudes of Puerto Rican parents toward bilingual education were obtained from parents whose children attend schools in Chicago's District 6 having bilingual programs. A 39 item attitude inventory was developed and administered to 150 parents: 75 of them parents with children enrolled in a bilingual program, and 75 of them parents with children who were not enrolled in a bilingual program. Four independent indices based on grouping of the 39 questions were used: (1) parental involvement in bilingual programs: (2) parental knowledge of and training in bilingual education: (3) parental evaluation of the school's bilingual program: and (4) parental opinions of the purposes and functions of bilingual programs. Analysis of the data showed that there was a significant difference between the two groups of parents. Parents with children in bilingual education programs had a higher level of participation in bilingual programs: showed increased knowledge of the purpose of bilingual education: and played a greater part in the evaluation of bilingual education programs.
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Latino Parents' Evaluation of Bilingual Education

Maria Walker & Earl J. Ogletree

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CHAPTER I

PRESENTATION OF THE PROBLEM

Statement of the Problem

The purpose of this study is to determine the attitudes of Puerto Rican parents toward bilingual education.

Background and Need for Study

The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act (ESEA) was enacted by the U.S. Congress in 1967. It represents a legal, moral, and financial commitment to the promotion of cultural diversity and linguistic pluralism in the United States.

The major priorities under Title VII are:[1]

1. to provide equal educational opportunity to non-English speaking children.

2. to strengthen the education and self-concept of bilingual pupils.

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[1] State Standards and Guidelines for Bilingual Bicultural Education, Springfield, Illinois: State of Illinois Board of Education, 1974.

Title VII is designed to meet the special needs of children three to eighteen years of age with limited English-speaking ability, children from homes where English is the nondominant language, particularly, low income families.

One of the major stipulations of this Act is the involvement of parents and community in all aspects of the bilingual programs in terms of planning, implementation, and evaluation.[2] It is felt that the interaction between parents and the project staff--in homes, classrooms, and elsewhere in the community--can assist parents to understand how they can best support and influence the program and their children's development. As a result, bilingual advisory councils were formed in school districts, planning or implementing bilingual programs.

In September 1970, the Chicago Board of Education mandated the establishment of community advisory councils, to be composed of sixty percent parents, and forty percent teachers, at each school. Principal has a voice on the council, but no vote.[3]

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[2]State Standards and Guidelines for Bilingual Bicultural Education, Illinois: Office of Education, February 1975.

[3]Steering Committee on Bilingual Bicultural Education, Chicago, Illinois: Chicago Board of Education, Eighth Interim Report, August 13, 1975.

To date there have been a few studies that have evaluated Latino parents' views, their participation in the planning, implementation, and evaluation, and their knowledge of bilingual education programs.[4,5]

If Latino parents are mandated to participate in the development of bilingual programs, they must possess knowledge of the philosophy and goals of the program to make realistic and practical decisions. In order to nurture and facilitate their children's education, involved parents must be able to evaluate the quality of the program and have some definite opinions of what constitutes a viable bilingual program.

It is, therefore, essential that such a study of parent's opinions of bilingual education be conducted. The resultant data could provide guidelines for revaluation of advisory councils, parent information sources, and the communication channel between school and community.

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[4]Ibid.

[5]K. Balasubramonian, "Some Aspects of Evaluation," Mt. Prospect, Illinois: Bilingual Education Center (Mimeograph), 1974.

Questions to be Examined

1. The extent and type of parent participation in the bilingual program.
2. The parents' knowledge of and training in the philosophy and goals of bilingual education.
3. The parents' evaluation of the school's present bilingual program.
4. The parents' opinion of the purposes and function of a bilingual program.

Procedures

Population and Sample

The data collected for this study was obtained from parents whose children attend schools in District Six that have bilingual programs. Fifteen elementary schools out of twenty elementary schools with bilingual programs were selected on an available basis. From each of the fifteen schools, ten Puerto Rican mothers who have children in the second, third, and fourth grades were randomly selected. Of the ten mothers, five had children who participated in the bilingual program, and five mothers whose children were not in a bilingual program, but fully participated in the regular school program. The total sample included 150 parents, 75 parents with children enrolled in a bilingual program and 75 parents whose children were not in a bilingual program. Since the researcher is a parent-teacher coordinator in

the Chicago public schools bilingual program, an attitudinal inventory will be given to the parents during regular advisory council meetings, bilingual advisory council meetings, and sent home with the children.

Instrument

A self-devised 39 item attitude inventory was developed by the researcher. The items in the attitude inventory were divided into the four major areas, indicated above.

An open-ended question was included to obtain additional relevant comments. The inventory was pilot-tested on ten bilingual teachers with more than four years of experience in a bilingual classroom setting. This hopefully, will increase its validity and reliability. The inventory was written in two languages, English and Spanish. (See Appendix A).

Definition of Terms

1. Parents' attitudes toward bilingual education is operationally defined by the parents' responses on the Attitudinal Inventory.

2. Bilingual education is a language program designed to meet the educational needs of children who have limited English-speaking ability or who come from environments where the dominant language is one other

than English. The primary emphasis in on learning English, while using the dominant language of the children to improve school performance while command of English is being obtained.[6]

3. Bicultural education is the utilization of cultural-relevant content of the Puerto Rican culture--its history, heritage, customs, political system, and values.[7]

4. Advisory councils "refers to a regulatory constituted body consisting of parents and community representatives, the majority being of parents who are not employed by the local board of education, and whose children are eligible for enrollment in the bilingual-bicultural program."[8]

Limitation

Since only fifteen schools in District Six were selected on an available basis, the findings of the study will only be applicable to the parents who have children

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[6]Ibid.

[7]Ibid.

[8]Ibid.

attending these schools. Since the Attitudinal Inventory is a self-devised instrument, its validity and reliability may be questionalbe. (However, it was pilot tested on ten bilingual teachers).

Assumptions

It is assumed that the instrument is valid and reliable, and the parents will cooperate and respond to the items truthfully. It is assumed the parents have sufficient information to respond to the items accurately.

Treatment of Data

The data will be tabulated by the frequency of responses to each in terms of percent. The data will be analyzed to determine the relationship between the independent variable: children's attendance in a bilingual program and parents attitudes toward bilingual education. General comments from the parents regarding bilingual education will be analyzed to determine a trend in options.

CHAPTER II

REVIEW OF RELATED LITERATURE

The Bilingual Act, Title VII, of the Elementary and Secondary Act of 1967 was mandated by U.S. Congress to meet the educational and linguistic needs of non-English speaking (particularly Spanish-speaking) children. The State of Illinois began funding bilingual programs in 1971. Later on, the Chicago Board of Education began implementing bilingual programs in 1969. It now has Spanish-English bilingual programs in eighty-two schools with an enrollment of 20,425 Spanish-speaking students.[9]

Both the State of Illinois and the Chicago Board of Education have adapted the basic goals and guidelines stipulated under Title VII:

1. Students in the bilingual program will achieve fluency and literacy in two languages.

2. Students in the bilingual program will achieve a rate commensurate with their own age, ability, and grade level.

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[9] Directory of Activities: 1974-75, Chicago, Illinois Chicago Board of Education, 1975.

3. Students in the bilingual program will demonstrate growth in self-esteem.

4. Students in the bilingual program will be provided with a coordinated and integrated learning environment through effective coordination with the general school program.

5. All teachers and staff members of participating schools will be involved in a comprehensive in-service training program.

6. Parents and other community members will be involved in the planning, implementation, and evaluation of the bilingual program.[10]

An important aspect the Act and a concern of this paper is parental involvement in the planning, implementation and evaluation of bilingual programs. The extent and level of parental involvement can influence their attitudes toward and support of bilingual education. To meet Title VII guidelines bilingual advisory councils were established in school districts to plan, implement, and evaluate bilingual programs.

In September 1970, the Chicago Board of Education set up community advisory councils to be composed of sixty percent parents and forty percent parents for each school

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[10] State Standards and Guidelines for Bilingual Bicultural Education, op. cit.

with a bilingual program.[11]

Currently, there are few studies that evaluated Latino parents participation in the planning, implementation and evaluation and their opinions and knowledge of bilingual programs in particular and bilingual education in general. Therefore the review of literature will include:

1. Guidelines of the National Council on Bilingual Education.
2. Title I Advisory Council Guidelines.
3. Local School Council Guidelines.
4. Background and History of Advisory Councils in Chicago.

Guidelines of the National Council on Bilingual Education

The National Advisory Council on Bilingual Education was created by Section 732(a) of the Elementary and Secondary Education Act of 1965 as amended in 1974 (ESEA Title VII). The 1974 Amendments established the Council, described its composition, and set forth its functions. The Council is composed of 15 members who are appointed by the secretary of Health, Education and Welfare. Eight members must have experience dealing with the educational problems of children with limited English speaking

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[11] Chicago Board of Education Guidelines for Advisory Councils, 1975.

ability, one must represent boards of education operating bilingual education programs, three must have experience in training teachers for bilingual education, two must have general experience in elementary and secondary education, and two must have classroom experience in bilingual teaching. Finally, the members generally should be representatives of the population of limited English-speaking persons and of the geographic areas in which they reside.

The Council is mandated to advise the Commissioner of Education on policy matters arising under ESEA Title VII, and under other programs for persons of limited English-speaking ability. In particular, the Council is directed to submit a report to the Congress and the President each year, not later than November 1 "on the condition of bilingual education in the Nation" and on the Administration of Title VII and other bilingual education programs.[12]

Title I Advisory Council Guidelines

Parent Advisory Councils

(a) General Requirements. Each local educational agency shall demonstrate in each annual application submitted

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[12]National Advisory Council on Bilingual Education, Washington, D.C.: Office of Education of Bilingual Education and The National Institute of Education, Second Annual Report.

under this subpart that it has established an advisory council (hereinafter "district advisory council") for the entire area to be served under Title I and, except as provided in paragraph (f) of this section, an advisory council for each school of such agency served by the program or project set forth in the application (hereinafter "school advisory council"). Such agency may establish intermediate councils for groups of schools within its school district. The purpose of the advisory councils is to encourage parental involvement at the local level as an important means of increasing the effectiveness of programs under Title I. The application of such agency shall demonstrate that the district advisory council, and each school advisory council, in accordance with the provisions of this section:

(i) Has, as a majority of its members, (a) parents of children (including parents of private school children) who are currently participating in the program or (b) parents of children who will participate in the projects proposed for the following fiscal year, if satisfactory data is available to identify such children;

(ii) In the case of a district wide or intermediate advisory council, is composed of members selected by the parents in the school attendance areas designated as project

areas, and in the case of a school advisory council, is composed of members selected by the parents in the school attendance area of such council;

(b) Has been given responsibility for advising the local educational agency in the planning, implementation, and evaluation of, such program or project;

(c) Is provided by such agency with access to appropriate information concerning such program or project;

(d) Operates under procedures which are adequate to insure timely and proper performance of its functions, including procedures for convening meetings, and for the recording and maintenance of minutes; and

(e) Has been provided with procedures for coordinating its functions and its recommendations to the local educational agency with those of other councils in the district.

(f) Participation of parents in selection of councils. All of the parents of children eligible to attend a public school serving a project area, including parents of children living in such area and enrolled in private schools, shall be eligible to participate in the selection of members of the appropriate district and intermediate councils and the school advisory council of that school.

(g) Identification of parents eligible for membership. In consultation with the district advisory council, the local educational agency shall establish appropriate procedures whereby parents of children who are currently participating in a project or who will be participating in the proposal project be identified so that they must be considered for membership on a school, intermediate or district advisory council. In no case may parents be identified for the purposes of this subsection, unless they have first given their consent to be so identified.

(h) Procedure for selection. The local educational agency, after consultation with the district advisory council, shall establish appropriate procedures for the nomination and selection of parents eligible under paragraph (c) and other persons for service on district, intermediate and school advisory councils. Such procedures shall include provision for affording timely and adequate notice to the parents and the general public in the agency's school district (or in the appropriate school attendance area in the case of a school council) of the time, place, and method whereby such selection should be made. The local educational agency shall take appropriate measures such as the publication of the notice in a language other than English, to insure that adequate notice is provided

for parents in an area where the dominant language is other than English. Upon the selection of members of the council, the names of all members of such council shall be made available to the public through appropriate notices and continue to be available upon request. Members of an advisory council shall be residents of the school district, and members of a school council shall reside in the attendance area of that school.

(i) Membership of district wide or intermediate councils. The local educational agency may provide that the membership of its district wide or intermediate advisory councils will be composed solely of members of the school councils, each member of which is selected by his or her school council.

(j) Local educational agencies with one school or less than 1,000 students in all project area schools. If a local educational agency (1) has less than 1,000 students enrolled in its project area schools, or (2) has only one project area school, it may decide with the approval of the State educational agency to have its district advisory councils also serve as its school councils. In any such case the district council shall consist of at least one advisory council member representative of each project area school.

(k) Involvement in councils. Each local educational agency shall include in its application sufficient information to enable the State educational agency to make the following determinations:

(i) That each council member has been furnished copies of Title I of the Act, the Federal regulations guidelines, and criteria issued pursuant thereto, State Title I regulations and guidelines.

(ii) That all council members will receive appropriate training materials and orientation which will assist them in carrying out their functions under this section; and,

(iii) That each council will be provided with the local educational agency's current application, other information and documents (such as prior applications in accordance with the availability of information to the public pursuant to 116.45 for Title I projects and evaluations thereof) as may be needed for the effective involvement of each such council in the planning implementation, operation, and evaluation of projects under Title I;

(iv) That each council has had an adequate opportunity to consider the information available concerning the special educational needs of the

educationally deprived children residing in the project area (or areas) and the various programs available to meet those needs, and to make recommendations concerning those needs which should be addressed through the Title I program and similar programs; and,

(v) That all parents of children to be served have had an opportunity to present their views concerning the application to the appropriate school council, and that each council has had an opportunity to submit its comments to the local educational agency which shall consider such comments in determining whether or not the application shall be approved and submitted to the State educational agency.

(k) Additional rules and procedures. The State educational agency may establish such additional rules and procedures, not inconsistent with the provisions of this section, as may be reasonably necessary to insure the involvement of parents and the proper organization and functioning of parent advisory councils.[13]

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[13] Title I Advisory Council (20 U.S.C. 241e(a) (8). (14), 1231d H. Rept. 93-805, p. 18-19 (1974).

Local School Council Guidelines

Parent Advisory Committee means a committee composed of parents of children enrolled in transitional bilingual education program, transitional bilingual teachers, other appropriate school staff, and representatives from community groups; provided that each committee consist of at least seven members, of whom a majority shall be parents of children enrolled in the transitional bilingual education program, including one or more representatives from every primary speaking ability language classification in which transitional bilingual education is conducted within the attendance center.

Parent and Community Participation

Advisory committee. Beginning with the 1976-77 school year and for each succeeding school year each district shall establish a Parent Advisory Committee to afford parents, legal guardians of children of limited English-speaking fluency and other community leaders, the opportunity to effectively express the view of each attendance center's bilingual committee to ensure that bilingual programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents and guardians of children served by the programs. The Committee shall meet at least two times per year and shall maintain on file minutes and agendas of these meetings.

Joint Program Advisory Committee. In the case of a joint program there shall be established a single Parent Advisory Committee in which the proportion of parent or guardian members shall reflect the respective program enrollment in each district.

Frequency of Meetings. The Parent Advisory Committee in each school district shall meet with school officials, in particular with the local program Director, to participate in the planning, development, and evaluation of the school district's transitional bilingual education program. Minutes of these meetings shall be maintained by the school officials.

Coordinators. Any school district participating in a transitional bilingual education program may utilize full-time or part-time community coordinators to act as liason between the school district and the parents of children of limited English-speaking fluency, and to visit the homes of such children in order to exchange information with parents and legal guardians about the bilingual program in which their child is enrolled. A coordinator shall be a native or near-native speaker of the language and share the culture of the children of limited English-speaking fluency enrolled in the program to which she/he is assigned.[14]

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[14] Ibid.

Background and History of Advisory Councils in Chicago

The Board of Education of the City of Chicago gave early recognition to the merit of parent and community participation in the educational process and provided authority for the establishment of District Superintendents' Councils on January 26, 1966 (Board Report 73740). The policy adopted by the Board and executed by the General Superintendent of Schools, stated:

> There is need for a local school council to understand that multifaceted operation of school, with particular emphasis on the instructional program. A planned approach to involving parents in the school in positive and practical ways through formal meetings and informal get-together activities is suggested. The local school council will be most effective when it becomes a positive force by understanding education in the school. School council members and school staff should form a partnership for improvement of the education in each school. School council members and school staff should form a partnership for improvement of the education in each school.

The board adopted the policy (Board Report 75-606-6) that "each local school unit will have only one local school council to serve the needs of the school." This policy, designed to provide for more effective community participation, mandated:

> The membership of each council must include representatives of parents with children in all non-locally funded programs and must also provide for standing committees where required, for each non-locally supported program. Representatives on the standing committees for the non-locally funded programs must meet the requirements established by the appropriate funding agencies. Standing committee responsibilities as outlined by federal or state regulations, will be executed by the respective committee.

In taking this action, the Board clearly pointed to the fact that the newly established policy "does not eliminate the need for the establishment of parent advisory committees which are required by the legislation of certain non-locally funded programs such as ESEA Title I, Headstart, and State-Supported Bilingual Programs."

The desired outcomes of the school-community involvement process in Chicago is succinctly underscored in the 1967 Lieu-Candoli Report:

> The concept as it's developing in Chicago is one of close partnership between school and community. Dialogue and exchange between school and community representation identify the issues concerning the educational patterns and opportunities so that cooperative efforts can be initiated. Recognizing that human and resource limitations serve to inhibit immediate giant strides, the start, nonetheless, has been made. As roles and relationships are better developed, as people recognize a commonality of purpose, the school-community partnership will continue its growth and acceptance.

The Board's policy for community involvement naturally extends to its bilingual-bicultural education

program. The General Superintendent, in implementing this policy, has established that there must be involvement of parents and community members in the development and/or modification of bilingual-bicultural programs.

The Department of Government Funded Programs provides guidance to school and communities in the process of developing and implementing programs included a community involvement component in its publication, A Comprehensive Design for Bilingual Bicultural Education.[15] The publication reads:

> A Community Involvement Component is essential to the success of a bilingual-bicultural education program. The factors involved in this component are multiple and have their bases in the children themselves, in their homes and communities, and in their schools. Basically, the success of a school's program depends on the support it receives from the community. By involving parents and other community members in the operations of a bilingual-bicultural education program, the school will improve interrelationships and understandings which affect the education of its pupils.
>
> Parents and community members can be invited to observe classes and assemblies, chaperone field trips, and assist the teachers in tutoring individual children. Community persons may also qualify to serve as teacher aides, school-community representatives, clerks, and other staff members. A more formal involvement of the community in the program would be through participation in an advisory

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[15] Ibid.

council. In Chicago, a local advisory council is mandated for each bilingual education center and a city wide advisory council is being formed with representatives of various ethnic groups.

The thrust for community participation in programs such as bilingual-bicultural education has been intensified by the growing expectations of parents and community. These expectations, as witnessed in Los Angeles and other large cities, have been stimulated by two major factors: decentralization and federal program requirements. Efforts to maintain an optimum level of community involvement, however, has brought about a number of critical needs. Schools have had to deal with a new decision-making component. This has generally been noted, particularly in the areas of group maintenance and task or role skills.

Advisory committees formed in accord with federal regulations are actually more than "advisory" in terms of their real powers since the law requires their approval of project proposals and gives them discretion of ongoing programs. The undergirding philosophy is that when local education agencies and community members work together, the benefits are mutual.

The government mandate for "maximum practical participation" of the community in federally funded programs began with the early HUD programs and is now standard among

the qualifying criteria and guidelines for the implementation of federally or state-funded programs. Requirements for funding and operation of bilingual-bicultural education programs are no exception, as may be noted in the following citations:

U.S. Office of Education(HEW). Bilingual Education Act (Title VII of the ESEA, as amended, 20 USC 880B-880BS) May 22, 1974.

> Applicant local agencies will--consult with community advisory groups at least once a month, in formal meetings open to the public, with respect to policy matters arising in the administration and operation of the program, provide opportunities for such group to participate in program evaluation.

General Assembly of the State of Illinois. Public Act 78-727, Section 14C-10 of the Illinois School Code mandates parent and community participation in bilingual education programs. "School Districts shall provide for the maximum practical involvement of parents of children in transitional education programs.

Illinois Office of Education (formerly the OSPI). State standards and guidelines for Bilingual-Bicultural Education, February 1974.

"Advisory Council shall be formed to provide for the maximum practical involvement of parents, teachers,

and community groups in planning, implementation, and evaluation of bilingual programs.[16]

Goals of the Advisory Council

The Chicago Board of Education in the Revised Guidelines for local school Councils described the needs and purposes of the council as follows:

> (1) To permit parents and school patrons to share in the process of arriving at decisions which affect local schools. Potential agenda topics could include the following: selection of a principal, when a vacancy exists, to fill a vacancy; discipline, vandalism and pupil conduct; curriculum; safety of pupils; physical condition of buildings, community problems, school policies and procedures; selection of textbooks, and lunchroom problems. However, agenda topics need not be limited to these items. It should be pointed out that the School Code of Illinois charges the Board of Education of the City of Chicago with the responsibility of making final decisions regarding city-wide matters such as fiscal policies, salaries of personnel; purchase of buildingings; certification and tenure of personnel and negotiations with employee organizations.
>
> (2) To inform District Education Councils of the needs of individual schools and to suggest how these needs could be met. This implies that each School Council should have one or more delegates to the District Education, with each school Council having the same number as any other school Council.[17]

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[16]Ibid.

[17]Ibid.

Parental Participation in and Attitudes Toward Bilingual Programs

However, the success of the bilingual program is very much dependent upon grassroots support and involvement, particularly the parents. Cordasco stated:

> It is unlikely that quality education can be brought to any community until its members participate in the decision-making process that shape their children's education. Parent participation is particularly indispensable in bilingual programs, for in most Puerto Rican communities parents have considerable knowledge of language and heritage.[18]

It has been demonstrated that parents will support those programs which they have helped plan, implement, and evaluate. In bilingual programs, parents are recognized as excellent resource persons with definite strengths to contribute in the process of developing educational programs which are appropriate for their own children.[19,20,21]

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[18] Francesco Cordasco and Diego Castellanos, "Teaching the Puerto Rican Experience", Teaching Ethnic Studies, National Council for Social Studies. (Washington, D.C., 1973), p. 235.

[19] James Banks, Teaching Ethnic Studies, National Council for Social Studies, 1973, (Washington, D.C.).

[20] Juan Cruz, "Working With the Spanish-Speaking Parents", De Todo un Poco, (Chicago: Chicago Board of Education, Department of Government Funded Programs, Vol. 1, No. 3, 1972).

[21] Arcadia H. Lopez, Bilingual Director of San Antonio Independent School District, San Antonio, Texas. Letter of January 6, 1975.

But there have been very few studies to determine the extent of parental participation in and their evaluation of bilingual programs.

The only study the researcher was able to locate was a survey done by Terado and Balasubramonian for the Chicago Board of Education Parents' Opinion of Bilingual Education Program in Chicago shows that parents perception of the bilingual program was positive.[22] The study included 2,515 Latino parents. About 50 percent indicated they had an active role in the preparation of the bilingual program proposal. On the other hand, the findings indicate that less than 50 per cent of the parents were involved in the program in terms of school visitations and attendance of parent and advisory council meetings. But 65 per cent agreed that parents should take an active role. About 68 per cent read and talked to their children about bilingual education. Fifty-six per cent of the Latino parents agreed that more time should be spent on English language instruction. Sixty-six per cent of the parents felt more non-Spanish-speaking children should be included in bilingual programs.

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[22]John Terado and K. Balasabramonian, "Survey of Parents' Opinion of Bilingual Education Programs in Chicago", Chicago Board of Education 1975.

A review of the limited literature on the attitudes of parents toward bilingual education indicates that although parents have a positive view of bilingual, less than a majority are actively involved in planning, implementing, and evaluating the bilingual program. Unlike cited study this study will attempt to compare the opinions of the Puerto Rican parents toward bilingual education who have children in a bilingual program and those that do not have children in a bilingual program.

CHAPTER III

DESIGN OF THE STUDY

Statement of the Problem

The purpose of this study is to determine the attitudes of Puerto Rican parents toward bilingual education and bilingual advisory councils.

Questions to be Examined

The study will attempt to provide answers to the following general areas of concern.

1. The extent and type of parent participation in the bilingual program.
2. The parents' knowledge of and training in the philosophy and goals of bilingual education.
3. The parents' evaluation of the school's present bilingual program.
4. The parents' opinion of the purpose and function of a bilingual program.

Procedures of Study

This is a descriptive survey-type study. The data collected for this study will be obtained from parents whose children attend Chicago schools in District Six that have bilingual programs. Fifteen elementary schools out of the twenty elementary schools with bilingual programs were

selected on an available basis. From each of the selected fifteen schools, ten Puerto Rican mothers who had children enrolled in second, third, and fourth grades, were randomly selected. Of the ten mothers, five had children who participated in the bilingual program and five mothers, whose children were not in a bilingual program, but fully participated in the regular (non-bilingual) program. The total sample included 150 parents, 75 parents with children enrolled in a bilingual program and 75 parents with children not enrolled in a bilingual program. The parents will be administered an Attitudinal Inventory during advisory council meetings and/or sent home and returned by the children.

District Six is located on Chicago's near Northwest side. The schools included in the study are located in a lower middle and lower socio-economic Puerto Rican and Anglo community. It is basically a residential area with a small industry and businesses.

Instrument

The researcher used a revised form of the Parent Attitudinal Inventory developed by the Board of Education in research department, and revised by the researcher. An open-ended question was included to obtain additional relevant comments. The inventory was written in both Spanish and English.

CHAPTER IV

PRESENTATION OF DATA

At present, the bilingual education programs in Chicago serve approximately 23 percent of the non-English-speaking children. Since 1969 Public School system has established Spanish-English bilingual programs in 138 schools.

The success of any program, especially a special program like bilingual education, is in part, dependent on parental involvement, perception, and attitudes toward the program. It has been demonstrated that parents will support those programs which they have helped plan, implement, and evaluate. In bilingual education, parents are recognized as excellent resource persons with definitive strengths to contribute in the process of developing educational programs that are appropriate for their own children.

The importance of parental involvement has been shown in research studies. The Bilingual Education Act (Title VII, ESEA) and the State Standards and Guidelines for Bilingual Bicultural Education (1974) require that parent involvement be one of the program components. Information about the extent and kind of parent involvement in

the program, the parent's perception of the program's present functioning, and the parents' view of what a program should provide, can be used to improve and provide parental input for the future growth of bilingual education.

Recognizing the importance of the role of the parents, and having a desire to improve bilingual education programs, this study of parental involvement in advisory councils and attitudes toward bilingual education was conducted by the researcher.

Four independent indices based on grouping of the 39 questions were used:

1. Parental involvement in bilingual programs. This index includes questions 1 to 9.
2. Parental knowledge of and training in bilingual education. This index includes questions 10 to 21.
3. Parental evaluation of schools' bilingual program. This index includes questions 22 to 28.
4. Parental opinions of the purpose and function of bilingual programs. This index includes questions 29 to 39.

An examination of Table I of the Puerto Rican parents whose children were enrolled in bilingual education programs and Puerto Rican parents whose children were not, show that the former groups had a higher level of participation in the bilingual program and school than did the latter group.

A review of the responses to part I of the questionnaire revealed that a high percentage of Puerto Rican parents whose children were not enrolled in bilingual education programs were rarely involved in the educational process in their schools. Parents whose children were enrolled in bilingual education programs showed a clear understanding of the philosophy of bilingual education and a better understanding of how the system works. They were involved in many activities of the program in different capacities, such as members of the bilingual advisory council and school council, as volunteers, in the classroom, playground, library, lunchroom, sometimes typing materials for the program, assisting in planning, organizing, and evaluating the school bilingual program.

The researcher has found that when parents are actively involved in all aspects of the bilingual education program, the program tends to function better. There is evidence of cooperation, trust and confidence between the parents, teachers, and principals. Children tend to behave and perform better, and are interested in school.

Further examination of Table I showed one hundred per cent of the Puerto Rican parents whose children were enrolled in bilingual programs agreed that parents should

TABLE I LISTS THE RESULTS OF QUESTIONS DEALING WITH THE INVOLVEMENT AND PARTICIPATION OF PUERTO RICAN PARENTS WHOSE CHILDREN WERE ENROLLED IN BILINGUAL PROGRAMS AND PUERTO RICAN PARENTS WHOSE CHILDREN WERE NOT

TABLE I

PARENTAL INVOLVEMENT IN BILINGUAL PROGRAMS
PERCENTAGE OF RESPONSES

* N = 150 Parents

		Parents whose children were enrolled in Bilingal Program (N=75)			Parents whose children were not enrolled in Bilingual Program (N=75)		
		YES	UNDECIDED	NO	YES	UNDECIDED	NO
1.	I have attended meetings at the school which explained the bilingual/bicultural program?	93.3	6.6	0	20.0	29.3	50.0
2.	Do you visit the school at least once a month?	94.6	5.3	0	46.6	33.3	20.0
3.	The parents have an active role in the development of the bilingual program?	62.6	21.3	16.0	22.6	9.3	68.0
4.	School welcomes the advise and assistance of parents?	49.3	40.0	10.6	48.0	38.6	13.3
5.	Parents should have a more active role in the bilingual program?	100.0	0	0	16.0	46.6	38.6
6.	I am active member of the following?						
	Bilingual/Bicultural Council	80%			44%		
	Local School Council		N/A	N/A		N/A	N/A
	PTA						
	District Educational Advisory Council						
	None	20.0			56%		
7.	Parents should help to evaluate the bilingual program?	84.0	16.0	0	17.3	46.6	36.0
8.	Parents should be involved in planning and developing bilingual programs?	100.0	0	0	24.0	9.3	66.6
9.	I understand the goals of bilingual education?	97.3	2.7	0	18.6	48.0	33.3

*N = Number of Parents

have a more active role in the school bilingual program where as only sixteen per cent of Puerto Rican parents whose children were not in bilingual education programs agreed with this statement.

Children's reaction to and perhaps success in the bilingual program, seems to have influenced their parents' support of the program in that eighty-four percent of parents with children in the bilingual program felt they should evaluate the program. Where only seventeen percent of parents with no children in the program thought they should have a role in its evaluation. Since about one half of both categories of parents felt the school welcomed their advice and assistance, the difference in findings on the degree of parental seems to be influenced by their children's enrollment or non-enrollment in a bilingual program.

Table II shows a great difference in knowledge and training in bilingual education between the Puerto Rican parents whose children were enrolled in bilingual education programs and Puerto Rican parents whose children were not. The difference is apparently due to the fact that seventy-five percent Puerto Rican parents whose children were enrolled in bilingual education programs were exposed to seminars and lectures on bilingual education (as compared to only twenty percent of the other groups), where the following topics were discussed:

1. the philosophy of bilingual education,
2. the importance of English as a second language in a bilingual program,
3. difference between a maintenance bilingual program and a transitional bilingual program,
4. and how to develop the self concept of a child to its maximum.

Also an overwhelming majority (75%) of Puerto Rican parents whose children were enrolled in bilingual education programs also attended workshops in the following areas:

1. how to be a classroom volunteer,
2. how to operate the audiovisual equipment,
3. importance and meaning of the continuous progress philosophy and the bilingual program,
4. how to interpret the report cards,

TABLE II SHOWS THE RESPONSES OF THE PUERTO RICAN PARENTS WHOSE CHILDREN WERE ENROLLED IN THE BILINGUAL EDUCATION PROGRAM AND PUERTO RICAN PARENTS WHOSE CHILDREN WERE NOT. REGARDING PARENTAL KNOWLEDGE OF AND TRAINING IN BILINGUAL EDUCATION.

TABLE II

PARENTAL KNOWLEDGE OF THE TRAINING IN BILINGUAL EDUCATION

PERCENTAGE OF RESPONSES

*N=150	Parents whose children were enrolled in Bilingual Program (N=75)			Parents whose children were not enrolled in Bilingual Program (N=75)		
	YES	UNDECIDED	NO	YES	UNDECIDED	NO
10. I understand the role of the parent in the development of bilingual programs in my school district?	100.0	0	0	6.6	80.0	13.3
11. I understand the goals of bilingual education?	97.3	2.7	0	18.6	48.0	33.3
12. I understand the difference between the maintenance and transistional type bilingual program?	84.0	16.0	0	13.3	20.0	66.6
13. I am familiar with the history and philosophy of bilingual/ bicultural education?	88.0	12.0	0	13.3	21.3	65.3
14. Bilingual teachers should be native speakers.	82.3	17.3	0	28.0	45.3	26.6
15. Bilingual teachers should be bicultural?	90.7	9.3	0	38.6	21.3	40.0
16. All subject areas should be taught in two languages?	100.0	0	0	22.6	40.0	37.3
17. Only Latinos should teach in predominantly Latino schools?	68.0	18.8	13.2	33.3	40.0	26.7
18. Latino children should be tested in Spanish as well as English?	100.0	0	0	33.3	46.6	20.0
19. Teaching materials used in the school should be written in 2 lan?	100.0	0	0	28.0	50.6	21.3
20. Teaching mtrls. sld be bicultural	92.0	8.0	0	20.0	53.3	26.6
21. Have you been involved in local community council meetings, seminars workships, & conference where the philosophy, terms, & parental involvement in bilingual ed has bn discussed	75.0	N/A	24.0	20.0	N/A	80.0

* N = Number of Parents

5. how to select the bilingual teachers for your school program,

6. and how to evaluate a bilingual program.

Since relevant curriculum materials were not available in the market, a large group of Puerto Rican parents whose children were in bilingual education programs, participated in the development of various materials for the bilingual programs.

The data in Table II indicate that the parents with children in bilingual programs not only had a much better understanding of bilingual education (e.g., goals, philosophy, parental role, and different types of programs), but were very supportive of present and future bilingual education programs.

This group had strong feelings about staffing the programs with native-speaking and bicultural teachers. One-hundred percent of these parents stated that all subjects should be taught and all materials and tests should be in two languages, and ninety-two percent believed teaching materials should be bicultural.

On the other hand, a third or less of the parents with no children in bilingual programs supported these statements.

Again the degree of understanding of and commitment to bilingual education appears to be influenced by whether the parents have or do not have children enrolled in a bilingual program.

The researcher found that Puerto Rican parents whose children were enrolled in bilingual education programs showed a greater involvement in the evaluation of their school bilingual program than those Puerto Rican parents whose children were not (these data are in Table III). This finding is apparently due to the fact that Puerto Rican parents whose children were not in bilingual education programs did not feel responsible for getting involved in such evaluation.

Most Puerto Rican parents (94%) whose children were enrolled in bilingual education agreed to question that "The school program is more effective now since it has had a bilingual program than it was before?" Whereas only twenty percent of Puerto Rican parents whose children were not in the program agreed with this question.

Fifty-one percent of Puerto Rican parents whose children were enrolled in bilingual education programs stated that they were involved in the evaluation of their school program or another bilingual program compared to only six percent of Puerto Rican parents whose children were not in bilingual programs.

A review of the responses also shows that parents whose children were enrolled in bilingual education programs were pleased and satisfied by the progress of their children. Eighty-four percent of these parents agreed with the question "My children are making satisfactory progress in the bilingual program?"

Parents whose children were enrolled in bilingual education programs evaluated their school bilingual program as excellent or good, some gave the program a superior ranking where as the great majority (86%) of parents whose children were not in the bilingual program did not answer this question.

TABLE III DEPICTS THE RESPONSES OF THE PUERTO RICAN PARENTS TO PART III OF THE QUESTIONNAIRE THAT DEAL WITH PARENTAL EVALUATION OF THEIR SCHOOL'S BILINGUAL PROGRAM.

TABLE III

PARENTAL EVALUATION OF SCHOOL'S BILINGUAL PROGRAM

PERCENTAGE RESPONSES

* N=150	Parents whose children were enrolled in Bilingual Program (N=75)			Parents whose children were not enrolled in Bilingual Program (N=75)		
	YES	UNDECIDED	NO	YES	UNDECIDED	NO
22. Parents should help to evaluate the bilingual program?	84.0	16.0	0	17.3	46.6	36.0
23. Community should help to evaluate the bilingual program?	81.3	15.7	4.0	54.6	25.3	20.0
24. The bilingual program facilities are adequate for learning?	29.3	24.0	46.0	N/A	N/A	N/A
25. The school program is more effective now since it has had a bilingual program than it was before bilingual education was taught in the school	94.6	5.3	0	20.0	25.3	54/7
26. My children are making satisfactory progress in the program?	84.0	16.0	0	N/A	N/A	N/A
27. Have you been involved in the evaluation of a bilingual program in your school or outside your school?	51.0	N/A	49.0	2.6	N/A	97.4
28. If you have observed the bilingual program in operation in the school how would you evaluate the program? Superior Excellent Good Fair Poor	EXCELLENT OR GOOD 80%			NO RESPONSE 86%		

* N= Number of Parents

Table IV shows that Puerto Rican parents whose children were enrolled in bilingual programs agreed by one hundred percent that bilingual education will help Latino students improve their self-concept and higher achievement where as only thirty-five percent of the parents whose children were not enrolled in bilingual education programs agreed with this question.

In general, Puerto Rican parents whose children were enrolled in bilingual education programs agreed with the following questions:

1. The bilingual program is beneficial to my children?
2. The local community should be involved in the development of their school bilingual program?
3. Training should be given to more parents on the history, development, and methods of evaluating the bilingual program?
4. The bilingual program should be established in all grades from Kg. to high school?

Eighty-one percent of Puerto Rican parents whose children were enrolled in bilingual education programs agreed that Spanish should be taught to non-Spanish speaking children whereas only forty-six percent of the parents whose children were not in the program agreed with the statement.

TABLE IV GIVES THE RESPONSES OF THE PUERTO RICAN PARENTS TO PARENTAL OPINIONS AND PERCEPTIONS OF THE PURPOSE AND FUNCTION OF BILINGUAL PROGRAMS.

TABLE IV

PARENTAL OPINIONS AND PERCEPTIONS OF THE PURPOSE AND FUNCTION OF BILINGUAL PROGRAMS

*N = 150	Parents whose children were enrolled in bilingual program (N=75)			Parents whose children were not enrolled in bilingual program (N=75)		
	YES	UNDECIDED	NO	YES	UNDECIDED	NO
29. Bilingual Education will help Latino students to achieve at a higher level?	100.0	0	0	34.6	44.0	21.3
30. Bilingual education helps Latino children to have good self-concepts?	100.0	0	0	21.3	38.6	40.3
31. I feel a program of this type is beneficial to my children?	97.3	2.7	0	40.0	36.0	24.0
32. The local community should be involved in servicing the bilingual program?	84.0	16.0	0	37.3	24.0	38.6
33. Parents should be given training on the history, development, methods and evaluation programs?	97.3	2.7	0	22.6	6.6	70.6
34. Parents should be involved in planning & dvlping bilingual program?	100.0	0	0	24.0	9.3	66.6
35. Should non-Spanish-speaking children be taught Spanish?	81.3	13.3	5.3	46.6	33.3	20.0
36. Do you feel the bilingual/bicultural program was designed for non-English speaking children only?	37.3	6.6	56.0	60.0	26.0	13.3
37. Every child sld be bilingual?	100.0	0	0	40.0	36.0	24.0
38. Do you think bilingual programs should be	TRANSITIONAL 20%		MAINTENANCE 80%	TRANSITIONAL 85%		MAINTENANCE 15%
39. Bilingual education should be taught at grades:	GRADES 1-12 96%		NOT BE TAUGHT 04%	GRADES 1-12 40%		NOT BE TAUGHT 60%

*N = Number of Parents

Most of the Puerto Rican parents whose children were enrolled in bilingual education programs indicated that they felt more comfortable at the bilingual program meetings rather than at the regular school meetings because they were allowed to speak in their own language. Parents also stated that it was easier to establish a good rapport with the bilingual teachers than it was with a regular teacher, they felt more comfortable with the teachers. There was greater understanding.

Puerto Rican parents whose children were in bilingual education programs showed higher identity with the program and had higher expectations regarding the function of the program than those Puerto Rican parents whose children were not enrolled in the program.

The responses in Table IV demonstrate that the majority of Puerto Rican parents (84% to 100%) with children in bilingual programs viewed bilingual education as a positive influence on their children's education. On the other hand, less than a majority (21% to 40%) of parents with no children in a bilingual program thought bilingual education to be beneficial for their children. Also an overwhelming majority (85% to 100%) of the former parents in contrast to only (22% to 37%) of the latter (no children in bilingual programs) believed that there should

be a high level of parental participation in the planning and development of bilingual programs by the community and parents, and parental participation in all educational programs.

Another disparity in responses is that ninety-two percent of the parents with children in a bilingual program felt bilingual education should be offered in grades one-twelve, as compared to five percent of parents with no children in a bilingual program. One hundred percent of the former parents believed all children should be bilingual and eighty-one percent believed that the Spanish language should be taught to non-Spanish speaking children. Whereas only forty percent of the latter group of parents with no children in a bilingual program thought every child should be bilingual and only forty-six percent favored Spanish as the second language to be taught in the schools.

On the issue of transitional vs. maintenance bilingual programs, eighty percent of parents with children in a bilingual program favored a maintenance program as compared to only fifteen percent of parents who had no children in a bilingual program. Only twenty percent of parents with children enrolled in bilingual education programs favored a transitional program in contrast to eighty-five percent of parents with no children in a bilingual program.

The open ended section of the questionnaire gleaned the following comments from the parents:

1. The bilingual program in my school has created a better rapport between parents and teachers.

2. A newsletter should be developed at the local school level to inform parents and the community about the bilingual program and the activities that are taking place in the bilingual classroom.

3. Inter-personal relations among parents, community members, and school personnel have been improved.

4. Community resources have been utilized to improve the bilingual program.

5. Parental involvement has been the most successful aspect of the bilingual program.

6. The bilingual advisory council provides the vehicle where parents whose first language is Spanish bring their input for the improvement of the bilingual program.

According to some of the responses to the open ended question of the questionnaire, Puerto Rican parents whose children were enrolled in bilingual programs felt that since the bilingual program was established in their schools, their children have greater educational and social opportunities than before.

The trend of the findings shows that the reason parents with children in bilingual programs were more knowledgeable about bilingual education is because seventy-five percent of them (as opposed to only twenty percent of the parents with no children in bilingual programs) participated in parent bilingual education programs.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

The Federal Government, the State of Illinois, and the Chicago Board of Education have responded to the special needs of the non-English speaking children, especially in District 6, by providing bilingual education programs since 1968. The researcher recognizing the importance of the role of the parents of bilingual students in the educational process of their children and having a great desire toward the improvement of the bilingual program, especially the parental component, decided to conduct a study on Parental Involvement in Advisory Councils and Attitudes Toward Bilingual Education in fifteen schools in District 6. The participants were Puerto Rican parents whose children were enrolled in bilingual programs and whose children were not.

Four independent indices based on grouping of the 39 questions were used:

1. Parental involvement in bilingual programs.
2. Parental knowledge of and training in bilingual education.
3. Parental evaluation of schools bilingual program.
4. Parental opinions of the purposes and functions of bilingual programs.

The following findings were obtained from the four basic indices:

Questions and Findings

1. Parental Involvement in Bilingual Education.

   a. The Puerto Rican parents whose children were enrolled in bilingual education programs and Puerto Rican parents whose children were not, showed that the former group had a higher level of participation in the bilingual program and school than did the latter group.

   b. The Puerto Rican parents whose children were enrolled in bilingual education programs showed a clear understanding of the philosophy of bilingual education.

   c. Puerto Rican parents whose children were enrolled in bilingual education programs were highly involved in many activities of the program, such as: member of the bilingual advisory council, school regular council, volunteers in the classroom, playground, library, lunchroom, and evaluating the school bilingual program.

d. There was great evidence of cooperation, trust, and confidence between the Puerto Rican parents, whose children were enrolled in bilingual programs, bilingual teachers, and school administrators.

e. The 100 percent of the Puerto Rican parents whose children were enrolled in bilingual programs agreed that parents should have a more active participation in the school bilingual programs.

f. Eighty-four percent of the Puerto Rican parents whose children were enrolled in a bilingual program agreed that they should evaluate the program. Only 15 percent of parents with no children in the program thought they should not have a role in its evaluation.

2. Parental knowledge of and training in bilingual education.

   a. Puerto Rican parents whose children were enrolled in bilingual education programs showed a great difference in knowledge and training in bilingual education in comparison with Puerto Rican parents whose children were not enrolled in bilingual education programs.

b. Puerto Rican parents whose children were enrolled in bilingual programs attended more workshops in bilingual education than Puerto Rican parents whose children were not enrolled in the program.

c. Puerto Rican parents whose children were enrolled in bilingual programs had a better understanding of bilingual education and were very supportive of present and future bilingual education programs.

d. Puerto Rican parents whose children were enrolled in bilingual education had strong feelings about staffing the program with native speakers and bicultural teachers. Puerto Rican parents whose children were not enrolled in bilingual programs did not support the above mentioned statement.

3. Parental evaluation of schools bilingual program.

a. Puerto Rican parents (51%) whose children were enrolled in bilingual education programs showed a greater involvement in the evaluation of their school bilingual program than those Puerto Rican parents (6%) whose children were not.

b. Puerto Rican parents (94%) whose children were enrolled in bilingual education agreed that the school program is more effective now since it has a bilingual program. Only 20 percent of Puerto Rican parents whose children were not in the bilingual program agreed with the statement.

c. Eighty-four percent of Puerto Rican parents whose children were enrolled in bilingual education agreed that their children were making satisfactory progress in bilingual education.

d. Puerto Rican parents (86%) whose children were enrolled in bilingual education evaluated the program as good, excellent, or superior.

e. Puerto Rican parents whose children were not enrolled in bilingual education did not answer the question on evaluation of bilingual programs.

4. Parental opinions of the purposes and functions of bilingual programs. (See Table IV)

a. Puerto Rican parents (100%) whose children were enrolled in bilingual programs agreed that bilingual education will help Latino students improve their self-concept and higher achievement. Only 35% of the Puerto Rican parents whose children were not enrolled in bilingual education programs agreed.

b. The majority of the Puerto Rican parents whose children were enrolled in bilingual programs agreed that:

   i bilingual education is beneficial to their children;

   ii the local community should be involved in the development of their bilingual programs;

   iii training should be given to more parents on the history, methods, development, and evaluation of bilingual programs;

   iv and bilingual education should be established from grades K-12.

c. Puerto Rican parents (81%) whose children were enrolled in bilingual programs agreed that Spanish should be taught to non-Spanish speaking children. Only 46 percent of the parents whose children were not enrolled in the program agreed.

d. The majority of the Puerto Rican parents whose children were enrolled in bilingual education agreed that they felt more comfortable at the bilingual program meetings than at the regular school meetings.

Summary of data showed there was a significant difference between the Puerto Rican parents whose children were enrolled in bilingual education programs and those Puerto Rican parents whose children were not enrolled in bilingual education programs, favoring the former groups, in the following areas:

1. Parental involvement in bilingual education.
2. Parental knowledge of and training in bilingual education.
3. Parental evaluation of schools bilingual programs.
4. Parental opinions of the purpose and functions of bilingual programs.

Conclusions

The cited literature in bilingual education emphasizes the extent and level of parental involvement influences their attitudes toward support of bilingual education programs. Title I encourages involvement at the local level as an important means to increase the effectiveness of the program. The office of the Government Funded

Programs of the Chicago Public Schools included a community involvement component as essential to the success of bilingual bicultural education programs. The above mentioned statements have been corroborated by the researcher in the final findings.

The findings of this study agree with the following findings of Tirado and Balasabramonian in the following areas:[23]

1. Parent's perception of bilingual center was positive.
2. Most of the parents agreed that they were more comfortable at the center because there were people with whom they can speak in their native language.
3. Parents should have a more active role in the bilingual program.
4. Parents should have a more active place in the bilingual program.
5. A high percentage of parents were involved in the bilingual program.
6. A noticeable lower percentage of parents agreed that they have an active role in the preparation of the bilingual proposal.
7. More time should be spent in the English language instruction.

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[23]Terado and Balasbramonian, Ibid.

The findings of this study appear to confirm the following findings of the Steering Committee on Bilingual-Bicultural Education.[24]

1. Parents are involved in the educational process for self improvement.
2. Parents are involved in activities related to the learning experience of their children.
3. Parents are involved in cultural-related activities.
4. Parents participate in school organizations.
5. Parents participate in school activities.
6. Small percentage of parents were actively involved in all school-related organizations.
7. Parents need to participate in a program that will prepare them to evaluate bilingual education programs.

Implications

The findings of this study indicate that when parents have an active part and role in the bilingual program of their children, their perception of the bilingual program is positive. The involvement of parents, whose children are enrolled in bilingual programs, help them to improve the human relations within the bilingual

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[24] Steering Committee on Bilingual Education, op. cit.

council and promote a more positive relationship between the bilingual advisory council and local district-wide school organizations.

Recommendations

In light of the data collected for this study, the researcher would make the following recommendations:

1. There is a great need for the improvement of the dissemination of information among parents whose children are enrolled in bilingual education. Therefore, certain modes of information-sharing should be developed (e.g. newsletter, pamphlets).

2. Special action should be taken in order to improve interpersonal relations in the bilingual program among teachers, parents, community members and school administrators, e.g. translating of written messages into the idiom of parents.

3. Efforts should be made in order to improve the relationship between parents whose children are enrolled in bilingual programs and are part of the advisory council of their respective schools.

4. Efforts should be made to increase cooperation between schools and community organizations in order to provide resources and support for bilingual education programs.

5. Parents, whose children are enrolled in bilingual education, should be trained in order to understand the philosophy, goals and objectives, implementation and evaluation of bilingual programs.

6. The bilingual council should be an independent body of the general school council.

7. There is a great need for the establishment of staff persons at the area, whose main purpose will be to serve as a liaison between parents whose children are enrolled in bilingual programs and school administrators.

Since the total sample of this study included only 150 Puerto Rican parents, the researcher believes that there is a need for additional research with a larger population and other non-English-speaking school districts with bilingual programs. The programs need to be developed to encourage parental participation in bilingual programs reference to other Spanish-speaking groups.

APPENDIX

PUERTO RICAN PARENTS ATTITUDINAL INVENTORY

IN

BILINGUAL EDUCATION

This questionnaire was submitted to seventy-five Puerto Rican parents whose children were enrolled in bilingual education programs, and seventy-five Puerto Rican parents whose children were not enrolled in bilingual education programs.

QUESTIONNAIRE

1. I have attended meetings at the school which explained the bilingual/bicultural program.
2. Do you visit the school at least once a month?
3. The parents have an active role in the development of the bilingual program?
4. School welcomes the advise and assistance of parents?
5. Parents should have a more active role in the bilingual program?
6. I am active member of the following:

   Bilingual/Bicultural Council

   Local School Council

   PTA

   District Educational Advisory Council

   None
7. Parents should help to evaluate the bilingual program?
8. Parents should be involved in planning and developing bilingual programs?
9. I understand the goals of bilingual education.
10. I understand the role of the parent in the development of bilingual programs in my school district.
11. I understand the goals of bilingual education.
12. I understand the difference between the maintenance and transitional type bilingual program.

13. I am familiar with the history and philosophy of bilingual/bicultural education.
14. Bilingual teachers should be native speakers?
15. Bilingual teachers should be bicultural?
16. All subject areas should be taught in two languages?
17. Only Latinos should teach in predominantly Latino schools?
18. Latino children should be tested in Spanish as well as English?
19. Teaching materials used in the school should be written in two languages?
20. Teaching materials should be bicultural?
21. Have you been involved in local community council meetings, seminars, workshops, and conferences where the philosophy, terms, and parental involvement in bilingual education has been discussed?
22. Parents should help to evaluate the bilingual program?
23. Community should help to evaluate the bilingual program?
24. The bilingual program facilities are adequate for learning?
25. The school program is more effective now since it has had a bilingual program than it was before bilingual education was taught in the school?
26. My children are making satisfactory progress in the program?
27. Have you been involved in the evaluation of a bilingual program in your school or outside your school?

28. If you have observed the bilingual program in operation in the school, how would you evaluate the program?

    Superior Excellent Good Fair Poor

29. Bilingual education will help Latino students to achieve at a higher level?
30. Bilingual education helps Latino children to have good self-concepts?
31. I feel a program of this type is beneficial to my children.
32. The local community should be involved in servicing the bilingual program?
33. Parents should be given training on the history, development, methods, and evaluation programs?
34. Parents should be involved in planning and developing bilingual programs?
35. Do you feel the bilingual/bicultural program was designed for non-English-speaking children only?
36. Should non-Spanish-speaking children be taught Spanish?
37. Every child should be bilingual?
38. Do you think bilingual programs should be: transitional or maintenance
39. Bilingual education should be taught at grades 1-12 or not be taught?

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